**WHERETO Framework**

**While looking at each letter, consider perspective of the LEARNER.**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

Learners of all ages are more likely to put forth the effort when they understand learning goals and see them as meaningful and personally relevant.

Students will learn how geography affected the growth of the nation as it relates to westward expansion via the transcontinental railroad. Students will learn how the transcontinental railroad provided for westward expansion in the United States during the 19th century. They will also learn the impact the railroad had on Native Americans and the conflicts that ensued. Students will learn the economics of westward expansion by studying the labor practices of the time along with the costs and benefits of connecting the United States together with a transportation system. They will also learn the impact transportation has on emigration and immigration. Finally they will learn how modern transportation systems evolved since the completion of the railroad.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

Must be mindful of not just coming up with interesting introductory activities that have no carry-over value. Match the hook with the content and the experiences of the learners as a means of drawing them into a productive learning experience.

Show a map of the United States with the first transcontinental railroad and have the students pin pictures of themselves on the map where their families originated from.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

We "uncover" the most enduring ideas and processes in ways that engage students in constructing meaning for themselves.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

Few learners develop a complete understanding of abstract ideas on the first encounter. "Come to an understanding" is suggestive of a process. Students need time to develop and deepen their understanding by thinking and rethinking, examining ideas from different viewpoints, exploring underlying assumptions, receiving feedback, and revising. R should be considered when teachers work with very important content that is difficult for students to grasp as it is time consuming.

*If it's worth understanding, it's worth rethinking. If it's worth doing, it's worth reflecting upon.*

**E= How will I promote students' self evaluation and reflection?**

Education that fails to cultivate these "habits of mind" runs the risk of producing students who are incapable of thoughtfully and flexibly transferring their learning.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

Address several learning styles through interactive learning material, written work and role playing. Students will research different aspects of the impact of westward expansion via the transcontinental railroad culminating with a classroom activity: Students will be assigned a character to research such as Railroad Barron, Native American, Chinese laborer, Civil War Veteran then will perform skits based on research they conduct regarding their character.

Differentiated instruction to address different needs and strengths, readiness, interests, and preferred learning styles.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

Rather than having students master all of the basics before engaging in more authentic application, effective teachers immerse their students in meaningful and challenging tasks and problems. And through this conceptual grappling of ideas, students come to see the need for basics as well as the larger purpose that they serve. Carefully consider the order or sequence of learning experiences as they decide the best means of teaching the desired results with the diverse group of learners they serve.

Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.

<http://www.nea.org/tools/transcontinental-telegraph-and-railroad-grades-9-12.html#L>